PART I – PRIMARY SOURCE SET – Education of African Americans (before & after 1933) as it pertains to

Roll of Thunder, Hear My Cry by Mildred Taylor.

1. Teacher’s Guide – Two key court cases have played a large role in the education of African American students throughout history. Plessy v. Ferguson (Jim Crow) governed the education of black students in 1933 (the time period of the novel), but Brown v. Board of Education (which was a combination of related cases) changed education of children in the United States forever.

2. Historical Background - Plessy v. Ferguson enacted the “separate but equal” manner of education while Brown v. Board of Education (landmark case of 1954) decided by the United States Supreme Court declared that the doctrine of “separate but equal” was unconstitutional and marked the end of segregation. The former case was the law and actually limited access to education for blacks. However, the latter case was the result of actions that were brought to court in five states where blacks faced obstacles concerning their education.

3. Primary Sources (complete the bibliographic organizer)

<table>
<thead>
<tr>
<th>Title of Primary Source – Use MLA citation style and record the Digital ID/Permanent URL</th>
<th>Annotations for instructional use – how will you use this primary source with your students?</th>
</tr>
</thead>
</table>
Plessy v. Ferguson influenced education in Cassie’s (main character of novel) time period. Each student will be assigned a specific court case to research using these teacher selected sites. Over the course of a few days students will research, compose an essay and give a brief presentation about their findings. (These sites include Plessy and Brown cases.)

<table>
<thead>
<tr>
<th>Case</th>
<th>Source</th>
<th>Web Access</th>
</tr>
</thead>
</table>
**“With an Even Hand: Brown v. Board at Fifty: the Aftermath.”**
Library of Congress. 16 May 2012.

http://www.loc.gov/exhibits/brown/brown-aftermath.html

We will cover this information in a class discussion, and I will highlight aspects for student understanding. This is an analysis of conditions after the decision. The NAACP and The Little Rock Nine will be emphasized.

---


Students will complete a journal entry (their expectations for a black student entering a white school) prior to reading this letter which shows the struggles with integration. The letter will be distributed to students and read aloud as a class.

---


Students will have share their impressions regarding the letter and now hear about the struggle with integration at Little Rock. This activity will bring the lesson full-circle since one of the women interviewed is the black woman in the initial photograph.

---

**PART II – STANDARDS ALIGNED LESSON PLAN**

1. **Lesson Plan Code:** LA 8-4

2. **Subject:** Language Arts

3. **Grade Level/Course:** 8-1

4. **Title of Lesson:** Understanding landmark Supreme Court cases as they relate to the novel, *Roll of Thunder, Hear My Cry* while developing skills essential to the research/inquiry process.
5. Teacher: Mrs. Morris


7. Vocabulary: abolish, accommodations, adamantly, allegations, action, appeal, argument, decision, defendant, dissenting, integration, mobilized, NAACP, de jure/segregation, statute, Supreme Court

8. Objective(s) for Learning:  This lesson will develop students’ reading, inquiry/research, writing, speaking, listening, and thinking (interpretative) skills.

* read about specific court cases

*analyze court cases that have influenced the educational system

*analyze the meaning of segregation (separate but equal) and compare it with their own educational experience

*define vocabulary to understand research information

*compose an informational essay

*give an oral presentation to a specific audience

9. Essential Questions (includes guiding investigative and other essential questions)

How have historical events impacted education over time, and why is your experience different than Cassie’s in Roll of Thunder, Hear My Cry? How does writing help us interpret history (key events)? How does a writer structure an informational essay? How does a speaker present research information to engage a specific audience?
10. Duration: 5-6 80 minute periods

11. Materials:

   Journal (for individual written response)

   Analyzing Photographs and Prints (graphic organizer for group activity for farther examination of the photograph)

   Project guidelines sheet (specific details about the research, writing and oral presentation assignments)

   Graphic organizer for writing assignment plan (brainstorming/organizing ideas after research)

   Teacher samples of other cases to show how the process is completed (shown on Smart Board)

   Peer-editing sheet (student editor sheets and guidelines for writing assignment)

   Self-evaluation/revision checklist (used by students before submitting final copy)

   Graphic organizer for speech (students will list of key aspects as noted on the sheet)

   Outline – oral presentation (students complete speech format sheet)

   Listener’s checklist

   Oral presentation rubric (teacher evaluation of speech) INCLUDED

   Self-evaluation checklist (students will complete checklist for presentation requirements)

   30 copies of the letter from Daisy Bates to NNACP president Roy Wilkins

   PSSA Rubric (teacher evaluation of student essay/writing).
12. **Instructional Strategies** (include the WHERE TO and Stripling Model of Inquiry as you describe your instructional procedures).

Day 1 - In a class discussion, the teacher will ask students to recall what they remember about the Jim Crow Laws? Review details of what Cassie’s school and education was like reminding students of “separate but equal.” Add details that students may miss, emphasizing that a court ruling influenced the educational outcome for black students. Explain that I am going to show a photograph that we will consider of the course of the next several of days. (I will point out that they won’t know all of the detail behind this picture until we have conducted research, given reports, and make inferences about how this picture relates to our novel, *Roll of Thunder, Hear My Cry.*) Review the See, Think, Wonder approach and then distribute student journals for their individual responses. Divide them into groups (4-5 students) and ask them to analyze the photograph together using the Analyzing Photographs & Prints worksheet. Ask each group to report to the class what they consider to be their best observation and reflection from the picture. Students will volunteer one member to present their observation.

Day 2 – For review: ask students to tell what they remember about yesterday’s photograph. Distribute the Project guidelines sheet and explain the project requirements/due dates. Assign cases. Tell students that the outcome of these court cases has greatly impacted education as we know it today. Show them how to access the teacher-selected websites from which they can conduct their investigation of their individual cases. Instruct them about how to use one Power Library (for another source). Share teacher sample case/research information on the Smart Board. Take students to the library to begin research. Offer individual guidance at the library.

Day 3 - Review project requirements and briefly show my sample again. Discuss paragraph structure and organization for the writing assignment. Distribute the Graphic Organizer (brainstorming/organizing ideas after research). Students will meet with me for feedback and then start the essay. The rough draft will be due on Day 6. Students will begin writing and their first paragraphs will be critiqued by the teacher. After all have written paragraph one, I will demonstrate the oral presentation part of the project. The research will provide the basis for their speech. Students will also work on the Graphic organizer for speech (students will list of key aspects as noted on the sheet).

Day 4 – Review project requirements for the speech. Students will practice their speeches and give their 2-3 minute presentations during the second half of class. Collect their speech outlines after they present. Students will be required to complete Listener’s checklist after every speech (submitted at the end of the day’s class). Students will complete reflection on their speech answering in four categories): How has this experience helped you to understand the research/inquiry process?

Day 5 – Collect reflections. I will review the project requirements for the writing assignment and rough draft of the essay will be due on Day 6. Complete a journal entry: Step into the shoes of the first black students to attend an all-white school. What would your day be like? Explain. Share some responses with the class. Distribute copies of the letter from Daisy Bates to NAACP president Roy Wilkins which documents issues...
between white and black students. Read it aloud as a class. Was this what you expected to happen (thumbs up)? Listen to National Public Radio clip “One of the ‘Little Rock Nine’ Looks Back” and show the famous photograph from Discuss students’ reactions to information. Explain “With All Deliberate Speed” and play second radio clip “Commentary: ‘Brown v. Board of Education’ Memoirs.” Journal: Reflect on changes in education since Cassie’s time period. Students will be asked to reflect on how Brown v. Board changed education.

W: By the end of this segment, students will know how to investigate, analyze, interpret, and present factual information at the 8th grade level (as it relates to significant decisions in education that connect with the novel and education today). Students will know how to make connections between historical events and the time period of the novel. Additionally students will reflect on key figures that were part of this change while also viewing the role each played in the historical context of the unit. Students will think critically about events that shaped the history of relationships between races and education in a specific time period. These are skills that can be built upon as they move to upper grades and into further academic or career pursuits.

H: Students’ attention will center on actions in a specific photograph and they will wonder about every aspect that is captured within the image. By considering the historical photograph they will make inferences about what is happening and trying out their theories about the event in the photograph. Another way to make the experience of this image more interesting to students will be to have them examine the photograph in groups.

E: Students will investigate factual evidence from the cases and select key information to share with their classmates in the presentations. In addition to the research aspect, students will gain understanding through numerous resources such as documents and radio broadcasts.

R: There are multiple tools put in place to help students examine and reformulate their ideas. The examination of the photograph will be approached from two vantage points: individually and as a group. The lesson contains two opportunities for reflection one about the research and one about the changes in education. Since there are only five cases to examine students will hear similar information in some presentations which will cause them to rethink and reconsider aspects of the cases.

E: They will express their understanding through class discussions, with a group, as they prewrite and plan (including checklists) their presentations both oral and written and through their written and oral presentations. Additionally, their journal responses and reflections will also indicate their understanding.

T: This lesson approaches the topic in a variety of ways that will appeal to each type of learner. There is the investigation by viewing a photograph, the inquiry experience of conducting research on an individual court case. This lesson also contains discussing and reading the document (letter) and reading the novel. Additionally, there are several audio components: radio broadcasts and the oral presentations.

O: This lesson will not be taught until the beginning of next year. By then students will have developed some skills that they will be using in this lesson. This lesson will be part of the novel lesson we will read a section of four chapters and take a break to learn about historic details. In other words, this material will be taught

TPS_CALU Lesson Plan Template
Kim Morris
following after chapter four of the novel. This way the types of activities are broken apart and students get a break from reading the whole novel at once. The materials used here will be organized to help answer some of the questions students may have had as they read this part of the novel. The lesson opens with teacher guided activities, and the research of the court cases becomes the student’s responsibility. The presentations after initial input from the teacher also become an independent project for the student.

PART III – Assessment – develop a performance task and rubric.

1. Formative Assessment

During the lesson, each student will conduct a guided inquiry of one of the related court cases while adhering to the Stripling Model of Inquiry. This lesson challenges students to develop a number of competencies relating to research, thinking, interpretation, writing, speaking, and listening skills. Student understanding of the lesson is assessed through observation and actual tasks that are part of the required assignments for this section of the novel reading. Students will be guided through these assignments by teacher feedback at certain key time intervals (teacher conferencing before beginning the informational writing assignment and as they compose their outlines for their speeches). Observation of student learning (understanding) will also be gauged as students complete journal writings and participate in group work. Class discussions will also be useful in measuring student learning. As key aspects of the lesson are presented student participation and verbal and non-verbal clues will be monitored. Students will have the opportunity to raise points, ask questions, and make comments as the varied components within the lesson unfold. Class discussions will challenge students to examine complex historical situations and circumstances that have influenced the education system and race relations. It is essential that students are challenged to consider historical events through factual information so that they can grow as student investigators, first-hand interpreters, and critical thinkers.

The graded assignments that are part of the lesson will provide an opportunity to measure student learning. More specifically they will be assigned and assessed through performance tasks: informative essay and speech (oral presentation). This evaluation is tailored to measure specific aspects though outlined in requirements found on the rubrics. By monitoring the each student through the planning stages and through the completion of these tasks, a measure of understanding will be indicated as students present their ideas in written and oral forms. Additionally, some of the case information will be indirectly referenced on the unit test for the novel. This lesson includes multiple opportunities to check student understanding and skill acquisition. The two performance tasks are the informational essay and speech (oral presentation). Specific aspects of competency are delineated on the 4-1 scale within each rubric. It is important that students gain the skills and understanding in this lesson in order to meet Common Core expectations for eight grade students.
## Oral Presentation Rubric: Oral - Task Performance Rubric

Teacher Name: **Mrs. Morris**

Student Name: 

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery/Enthusiasm</td>
<td>The presentation showed a high level of enthusiasm and</td>
<td>The presentation showed a good level of enthusiasm and</td>
<td>The presentation showed a low level of enthusiasm and</td>
<td>The presentation showed no level of enthusiasm and included no</td>
</tr>
<tr>
<td>Focus/Organization</td>
<td>All information was centered around one specific topic and</td>
<td>Most of the information was centered around one specific</td>
<td>Some of the information was centered around one specific</td>
<td>The information presented showed no central focus and</td>
</tr>
<tr>
<td>Non-verbal/eye contact</td>
<td>Strong eye contact was established and gestures were</td>
<td>Some eye contact was evident and some gestures</td>
<td>Limited eye contact was evident and few gestures were</td>
<td>Little eye contact was evident and gestures were not used during</td>
</tr>
<tr>
<td>Vocal clarity/volume</td>
<td>All words were articulated very clearly and the volume was</td>
<td>Most words were articulated clearly and the volume was</td>
<td>Some words were articulated clearly and the volume was less</td>
<td>Few words were articulated clearly and the volume was</td>
</tr>
<tr>
<td>Meets time limit</td>
<td>The presentation was 3 minutes or more in length.</td>
<td>The presentation was 2 minutes in length.</td>
<td>The presentation was 1 minutes in length.</td>
<td>The presentation was less than 1 minute in length.</td>
</tr>
</tbody>
</table>

Date Created: **Sep 01, 2012 01:41 am (UTC)**